

**EXPLORING OCCUPATIONAL STRESS IN TEACHER'S OF
SELF-FINANCED COMMERCE COLLEGES IN SURAT CITY
AFFILIATED TO VNSGU**

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Abstract:

This research study has been conducted to identify the sources and analyze the impacts of occupational stress among teachers of self-financed commerce colleges in Surat city affiliated to VNSGU. A total of 100 teachers from self-financed commerce colleges affiliated with Veer Narmad South Gujarat University (VNSGU) were selected using the convenience sampling method. Data was collected through a structured questionnaire and analyzed using statistical tools such as the one-sample t-test, correlation, and multiple regression. Based on the analysis, it is concluded that teachers of self-financed colleges affiliated with VNSGU are experiencing significant occupational stress.

1. Introduction

Stress is the body's disrupted response to external or internal pressures. It can be harmful, leading to various physical and mental health issues. Stress not only affects the body internally but can also influence a person's outward behavior and social interactions. Under stress, individuals often lose interest in work and may withdraw from social engagement. It can contribute to serious consequences such as increased divorce rates, social problems, and even suicidal tendencies.

Stress can generally be categorized into two types: **general stress**, which relates to personal life, and **occupational stress**, which arises from one's professional life. Occupational stress, also known as work-related stress, is commonly experienced across all professions, including service, business, and education.

In the 20th century, teaching was widely regarded as a noble and less stressful profession. However, in recent years, it has become one of the most stressful occupations. Today, many teachers are found to be under significant stress due to various demands placed on them. These demands come not only from college or school management but also from parents and society at large.

2. Literature Review

Research has shown that stress among teachers is influenced by various factors such as gender, age, marital status, work experience, and working hours (Loo M.K. et al., 2015). Several demographic and occupational characteristics also serve as stress indicators. These include parenthood, number of children, hierarchical position, department, and administrative responsibilities. Additional contributors to stress are salary concerns, excessive workload, and student behavior, relationships with parents, administrative duties, and paperwork.

Moreover, lack of administrative support in handling discipline issues, anxiety over students' performance in tests, and insufficient professional recognition further increase stress levels.

Other factors such as the quality of teacher-student relationships, student motivation, opportunities for professional growth, collaboration among staff, involvement in decision-making processes, and a sense of professional empowerment also play a significant role in determining the stress levels of teachers (Sue Ellen Johannsen, 2011).

3. Problem Statement

Teacher attrition is a serious problem in self-financed colleges in India. Many teachers feel stressed because of issues like low salaries, heavy workloads, and pressure from changes in the curriculum set by different authorities, lack of involvement in decision-making and poor relationships with the management. This stress affects them personally, in their relationships with others, and in their work environment.

If society and college management want quality education, they need experienced and stress-free teachers who can handle these challenges effectively. Therefore, it is very important for management to understand the reasons behind teacher stress and take steps to reduce it.

With this in mind, the research problem for this study is: **Are the teachers of self-financed Commerce colleges in Surat city experiencing occupational stress?**

4. Significance of the Study

As the title suggests, this research aims to identify the sources and impacts of occupational stress among teachers of self-financed colleges in Surat city. The findings of this study will help both the management and the university to plan effective professional development programs and take necessary steps to support teachers' needs. If these measures are implemented, teachers may feel more relaxed and motivated, allowing them to give their best efforts to students, the institution, and society as a whole.

5. Objectives of the Study

1. To find out the Sources of occupational stress among teachers of self-financed Commerce colleges in Surat city.
2. To determine the factors which impact on occupational stress among teachers of self-financed Commerce colleges in Surat city.

6. Hypothesis of the Study

H₀: Teachers of self-financed Commerce Colleges in Surat city do not suffered by stress.

H₁: Teachers of self-financed Commerce Colleges in Surat city are suffer by stress

7. Scope of the Study

1. The study is limited to Surat City Only
2. Teachers of self-financed colleges have been considered.

8. Research Methodology

The present study focuses on identifying the sources and impacts of occupational stress among teachers of self-financed colleges in Surat city. A total of 100 teachers from self-financed commerce colleges were selected as respondents. Data was collected using a structured questionnaire, which was developed based on components and statements identified through a thorough review of the literature. The data collection was carried out considering the convenience of both the respondents and the researcher.

To analyze the collected data, statistical techniques such as One-Sample t-test, Exploratory Factor Analysis (EFA), and Multiple Regression Analysis were employed. Based on the analysis and interpretation of the results, relevant and practical suggestions have been provided.

9. Analysis and Interpretation

9.1 One Sample T-Test

To find out stress of Teachers of self-financed colleges in Surat city, one sample t-test has been run with a cut-off point of three (3).

H₀: Teachers of self-financed colleges in Surat city are not suffering from stress.

H₁: Teachers of self-financed colleges in Surat city are suffering from stress

Table no. 1.1 One-Sample Test									
One-Sample Test , Test Value = 3									
	t	N	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference		Mean	Null Hypothesis
						Lower	Upper		
Occupational Stress	38.80	100	99	0.000	0.8000	0.8349	0.9562	3.83	Rejected

The one-sample t-test was conducted to examine whether the mean occupational stress level of teachers in self-financed colleges in Surat city significantly differs from the neutral test value of 3. The mean occupational stress score was found to be 3.83, indicating a high level of stress. The t-value is 38.80 with 99 degrees of freedom and a p-value (Sig. 2-tailed) of 0.000, which is highly significant ($p < 0.05$). The mean difference is 0.8000, with a 95% confidence interval ranging from 0.8349 to 0.9562, confirming that the actual stress level is significantly higher than the test value.

Since the p-value is less than 0.05, the null hypothesis is rejected. This indicates that the level of occupational stress among teachers is significantly above average, suggesting that stress is a serious concern among teachers of self-financed commerce colleges in Surat city.

9.2 Regression

9.2.1 Regression Model-I

Stress as a dependent variable (y) and Management Enrolment, Organizational Structure and Climate, Non-financial Incentives, Co-Workers Approach, Environmental Factors, Financial Incentives, Job Security and Social Status as independent variables (x) respectively. β = the coefficient of the independent variable, e= error

$$y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \beta_7 X_7 + \beta_8 X_8 + e$$

Table no. 1.7 Results of regression model- 1					
Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.912	0.281		3.245	.00
Management Enrolment	0.187	0.051	0.508	3.765	.00
Organizational Structure And Climate	0.124	0.025	0.31	4.974	.00
Non-Financial Incentives	0.11	0.027	0.272	4.155	.00
Co-Workers Approach	0.153	0.021	0.453	7.498	.00
Environmental Factors	0.136	0.026	0.307	5.178	.00
Financial Incentives	0.089	0.029	0.201	3.14	.00
Job Security	0.062	0.011	0.198	2.428	.00
Social Status	-0.049	0.055	-0.119	-0.868	.00
R					0.745 ^a
R Square					00.62
Adjusted R Square					00.61
F					28.47
Sig.					.000 ^a
a. Predictors: (Constant), Management Enrolment, Organizational Structure and Climate, Non-financial Incentives, Co-Workers Approach, Environmental Factors, Financial Incentives, Job Security and Social Status and b. Dependent Variable: Occupational Stress					

The regression analysis shows that 62% of occupational stress among teachers is explained by eight factors. Significant contributors include management enrolment, organizational structure, incentives (financial and non-financial), co-worker approach, environment, and job security. All these have a positive and significant impact on stress. Social status has no significant effect. The model is statistically strong and reliable ($R = 0.745$, $F = 28.47$, $p < 0.05$).

9.2.2 Regression Model-II

Stress as a dependent variable (y) and Organizational impact and Individual impact is as independent variables (x) respectively. β = the coefficient of the independent variable, e= error

$$y = \alpha + \beta_1 X_1 + \beta_2 X_2 + e$$

Table no. 1.7 Results of regression model- 1					
Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.741	0.251		10.923	.00
Management enrolment	0.153	0.036	0.372	4.25	.00
Organizational structure and climate	0.141	0.033	0.361	4.273	.00
Non-financial incentives	0.127	0.03	0.289	4.233	.00
R					0.745 ^a
R Square					00.24
Adjusted R Square					00.19
F					13.82
Sig.					.000 ^a
a. Predictors: (Constant), Organizational impact and Individual impact and b. Dependent Variable: Occupational Stress					

The regression model shows that management enrolment, organizational structure and climate, and non-financial incentives significantly affect occupational stress among teachers. The R value is 0.745, indicating a good correlation. However, the R Square is 0.24, meaning only 24% of the variation in occupational stress is explained by these factors. The model is statistically significant ($F = 13.82$, $p < 0.05$), but other factors beyond this model may also contribute to stress.

10. Conclusion

The findings of this study clearly indicate that occupational stress is a significant issue among teachers of self-financed commerce colleges in Surat city. The one-sample t-test revealed that the average stress level (mean = 3.83) is significantly higher than the neutral value of 3, confirming that teachers are experiencing above-average levels of stress. This highlights the seriousness of the problem. The regression analysis further identified key factors contributing to occupational stress. In the broader model, approximately 62% of the variation in stress levels is explained by eight factors management enrolment, organizational structure, financial and non-financial incentives, co-worker approach, environmental factors, and job security all of which have a positive and significant impact on stress. Social status, however, was found to have no significant effect. In a focused model, only management enrolment, organizational structure and climate, and non-financial incentives were considered, explaining 24% of the variation in stress levels. While this model is statistically significant, it suggests that other unexamined factors also influence occupational stress.

The study concludes that occupational stress among teachers is a real and measurable concern, driven by institutional and work-related factors. Addressing these factors through supportivemanagement practices, improved work conditions, and professional development opportunities is essential for reducing stress and enhancing teacher well-being and effectiveness.

References

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